**Knowledge Building Activities**

(Build content and process knowledge)

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| **Activity Type** | **Description** | **Possible Technologies** |
| Read text | Students extract text from books, documents, etc, both print and digital | Websites, electronic books, online databases |
| View presentations | Students gain information from teachers, speakers, peers; format can be oral or multimedia | Power Point, PhotoStory, iMovie, Movie Maker, Inspiration, videoconferences |
| View images | Students examine still and moving images, either digital or print, or animations | PowerPoint, Word, PhotoStory, Flickr, other online sources such as NARA, NASA, etc. |
| Listen to audio | Students listen to recordings of speeches, music, radio broadcasts, interviews, oral histories, lectures, digital and non-digital | Podcasts, audacity, Odeo, GarageBand, Voki |
| Group discussion | In small or larger groups, students engage in dialogue with peers | Moodle, or other discussion boards, G-chats, Edmodo chat rooms, eBoards (WallWisher?) |
| Field Trip | Students travel to physical or virtual sites | Videoconferences, virtual field trips using webpages, wikis, Glogster |
| Simulation | Students engage in paper-based or digital experiences which mirror the complexity of the real world | Interactivities, virtual dissections, etc. |
| Debate | Students discuss opposing viewpoints; formal and informal, structured and unstructured | Wikispaces discussion, blogs, e-boards, Moodle or other discussion tools |
| Research | Students gather, analyze, and synthesize information using print-based and digital sources | Inspiration, online databases, search engines, Social Bookmarks (delicious) |
| Conduct an interview | Students question others (experts, first hand witnesses, etc.) face-to-face or otherwise | Email, videoconferences, digital camera/camcorer, flip video, MovieMaker, iMovie, Audacity, GarageBand, podcasts |

**Convergent Knowledge Expression Activities**

Teachers determine what students have learned and want all to come to **similar understanding** and show understanding in a similar manner.

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| **Activity Type** | **Description** | **Possible Technologies** |
| Answer questions | Students respond to questions using traditional question sets or worksheets, or through use of electronic discussion board, email or chat | Inspiration, Word, Castle Learning, Google Docs, Quia, Edmodo |
| Create a timeline | Students sequence events on a printed or electronic timeline or through a multimedia presentation | Timeliner, PhotoStory, Timetoast.com, Glogster |
| Complete charts/ tables | Students fill in teacher-created charts and tables or create their own in traditional ways or using digital tools | Word, PowerPoint, Inspiration |
| Complete a review activity | Students engage in some kind of question and answer to review content; paper based to game show format using multimedia | Senteo, Jeopardy, PollEverywhere, Quia, other survey tools, Castle Learning |
| Take a test | Students demonstrate knowledge through paper-based or other computer-generated and scored assessments | PollEverywhere, Quia, Google Docs, Castle Learning, |

**Divergent Knowledge Expression Activities**

Teachers determine what students have learned and allow students opportunities to share **unique understanding** of a topic or concept. They can be written, verbal, product-oriented or conceptual, visual and participatory.

**Written**

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| **Activity Type** | **Description** | **Possible Technologies** |
| Write an essay | Students compose structured written response to a prompt; paper and pencil or word-processed, text-based or multimedia | Word, Inspiration, wikis, Google Docs, PowerPoint |
| Write a report | Students author a report on a topic in traditional or more creative format using text or multimedia elements | Word, PowerPoint, PhotoStory, Google pages, iMovie, Podcast,, blogs, Glogster |
| Craft a diary or journal | Students write from a first-hand perspective about an event from the past; paper and pencil or digital format | Blogs, Word, PowerPoint, Scrapblog, Mixbook, Glogster, TicaToc, Google pages, Google Docs |

**Visual**

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| **Activity Type** | **Description** | **Possible Technologies** |
| Create a picture/mural | Students use pictures, symbols, graphics to highlight key ideas | PowerPoint, Adobe PhotoShop, Big Huge Labs Flickr Toys, BitSTrips, Comic Life, Picnik photoediting |
| Create a cartoon | Students create a drawing or caricature or show a dialog/discussion using paper and pencil or digital format | Bit Strips, Comic Life |

**Conceptual**

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| **Activity Type** | **Description** | **Possible Technologies** |
| Develop a knowledge web | Using teacher or student created webs, students organize information in a visual/spatial manner, written or digital format | Inspiration, PowerPoint, Word, Glogster |
| Generate questions | Students develop question related to course materials and concepts | Word, Wikispaces, Google Docs (track contributions from several authors), WallWisher, Crocodoc |

**Product-based**

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| **Activity Type** | **Description** | **Possible Technologies** |
| Design an exhibit | Students synthesize key elements of a topic in a physical or virtual exhibit | Wikispaces, Scrapblog, Mixbook, PowerPoint, |
| Create a newspaper/ news magazine | Students synthesize course information in the form of a periodical; print based or electronic | Word, ScrapBlog, Big Huge Labs, Mixbook |
| Create a game | Students develop a game, in paper or in digital format to help others learn and master content | Word, Quia, PowerPoint Jeopardy or other game (Who Wants to be a Millionaire), Senteo |
| Create a film | Use combination of still images, motion, video, music, narration to produce an original movie | PhotoStory, iMovie, Movie Maker, flip video cameras, |
| Do a presentation | Students share understanding with others; oral or multimedia approach | PowerPoint, PhotoStory, Movie Maker, iMovie, Audacity, GarageBand |
| Engage in role play | Students impersonate people or concepts live or recorded | Flip video cameras, Movie Maker, iMovie, Audacity |
| Do a performance | Students develop live or recorded performances | PhotoStory, iMovie, Movie Maker, etc |